In the Cognitive Studies in Education Program, students examine the cognitive mechanisms that underlie learning and thinking in school and non-school settings. The program trains students in basic theories of human cognition, the practice and interpretation of empirical cognitive and developmental research, as well as how to use research to improve educational practices and develop innovative methods built around new technologies. Studies in cognitive, developmental and educational psychology, and computer science provide students with a valuable perspective on cognition and learning.

The curriculum and program requirements are designed to prepare graduates for careers in several possible settings. For the Master's program, these settings include:

- school systems seeking instructional technology coordinators and teachers who are knowledgeable about cognitive and developmental theories and research.
- publishers and software companies looking for people with knowledge of cognition and development, and experience in instructional design.
- research organizations seeking people to conduct basic research and work on instructional applications of computers and related technologies.

For the doctoral programs, work settings after graduation might include: research organizations, or universities seeking faculty in cognitive psychology, educational psychology, educational technology, and reading.

Students in the Cognitive Studies in Education Program begin by taking a set of core background courses, then pursue one of seven “concentrations,” or areas of focus: Cognition and Learning, Intelligent Technologies, Reading Research, Cognitive Studies of Educational Practice, Children’s Media: Analysis & Evaluation, Creativity and Cognition, or eLearning in the Workplace.

In addition, each student registers for research practicum seminars during which they complete a substantive project as a culminating experience for that degree. Choice of advanced courses and research seminars should be shaped by the student's area of “concentration,” or area of focus, as described below. Students whose interests do not fit one of these tracks may design their own area of focus, in consultation with their advisor.
Program Requirements
Master of Arts: 32 points

Core Courses (9 points):
All 3 courses are required
   HUDK 4029 Human cognition and learning (3)
   HUDK 4080 Educational psychology (3)
   HUDK 5023 Cognitive development (3)

Statistics/Research Design (3 points):
At least one of the following:
   HUD 4120 Methods of empirical research (3)
   HUDM 4120 Basic concepts in statistics (3)
   HUDM 4122 Probability and statistical inference (3)
   HUDM 5122 Applied regression analysis (3)
   HUDM 5123 Linear models and experimental design (3)

Research Practicum (3 points):
   HUDK 5324 Research work practicum (2-3) or, by permission, HUDK 6539 Research practicum in educational psychology, cognition, and learning (3)

Breadth Requirement (6-9 points):
At least three courses outside the program, selected in consultation with an advisor.
   A&HF 4081 Philosophies of education (3)
   A&HL 4000 Introduction to linguistics (3)
   BBS 5068-5069 Brain and behavior I and II (1-2 each)
   BBSQ 4040 Speech and language disorders (2-3)
   ITSF 4010 Cultural and social bases of education (3-4)
   MSTU 4036 Hypermedia and education (2-3)
   MSTU 4133 Cognition and computers (3)
   ORLJ 4005 Organizational psychology (3)

Specialized Courses (8-11 points):
Selected in consultation with an advisor, and focusing on one of the following areas of focus:

Cognition and Learning:
   - HUDK 4015 Psychology of thinking (3)
   - HUDK 4027 Development of mathematical thinking (3)
   - HUDK 5024 Language development (2-3)
   - HUDK 5025 Spatial thinking (3)
   - HUDK 5030 Visual explanations (3)
   - HUDK 5034 Cognitive research methods and applications (3)
   - HUDK 6095 Critical review of current journals in psychology (3)
   - HUDM 5058 Choice and decision making (3)
   - HBSK 5096 Psychology of memory (3)
Intelligent Technologies:
- HUDK 4015 Psychology of thinking (3)
- HUDK 4035 Technology and human development (3)
- HUDK 5025 Spatial thinking (3)
- HUDK 5030 Visual explanations (3)
- HUDK 5034 Cognitive research methods and applications (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5039 Design of intelligent learning environments (3)
- HUDK 5198 Psychology of instructional systems design (2-3)
- MSTU 4031 Programming I (4)
- MSTU 4083 Instructional design of educational technology (3)
- MSTU 4133 Cognition and computers (3)
- MSTU 4134 Cognition and computers lab (1-3)

Reading Research:
- HUDK 5024 Language development (2-3)
- HUDK 5080 Experimental psychology: Schooling and reading (2-3)
- HUDK 5090 Psychology of language and reading (2-3)
- HUDK 6095 Critical review of current journals in psychology (3)
- HBSK 4074 Development of reading comprehension strategies and study skills (3)
- MSTU 4086 Text understanding and design (3)

Cognitive Studies of Educational Practice:
- HUDF 4021 Sociology of education (3)
- HUDF 4035 Technology and human development (3)
- HUDK 6620 Special topics in developmental psychology (1-3)
- HBSK 4074 Reading comprehension strategies and study skills (2-3)
- ORL 5522 Evaluation methods I (3)

Children’s Media: Analysis & Evaluation:
- HUDK 4015: Psychology of Thinking
- HUDK 4021: Developmental Psychology – Infancy
- HUDK 4022: Developmental Psychology – Childhood
- HUDK 4023: Developmental Psychology – Adolescence
- HUDK 4025: Cognition of Handheld Devices
- HUDK 4029: Cognition & Learning
- HUDK 4035: Technology & Human Development
- HUDK 4040: Social Media & Users
- HUDK 5035: Psychology of Media
- HUDK 5036: Psychology of Children’s Television (Currently offered as HUDK 5199: Iss: Psych of Children's TV)
- HUDK 5039: Design of Intelligent Learning Environments
- HUDK 5198: Psychology of Instructional System Designs
- MSTU 4133: Cognition & Computers

Creativity and Cognition:
- HUDK 5020 Development of creativity (3) (required for area of focus)
- HUDK 5025 Spatial thinking (3)
• HUDK 5030 Visual explanations (3)
• HUDK 5120 Development of creativity: The case study method (3)
• HUDK 5124 Cross-cultural developmental psychology (3)

**eLearning in the Workplace**

• HUDK 5197 Psychology of eLearning in Business and Industry (required for area of focus) (3)
• HUDK 4015 Psychology of Thinking (3)
• MSTU 4039 Video Games in Education
• MSTU 4083 Instructional Design of Educational Technology (3)
• MSTU 5000 Possibility of Virtual Worlds (3)
• HUDK 5030 Visual Explanations (3)
• HUDK 5035 Psychology of Media (3)
• HUDK 5199.001 Internship (1-3)
• HUDK 5199.003 Work Conference – ICELW (1)
• ORLD 4015 How Adults Learn (3)
• ORLJ 4005 Organizational Psychology (3)

**Integrative Project:** Varies according to selected “concentration,” or area of focus: Cognition and Learning—an empirical cognitive research study; Intelligent Technologies—creation and evaluation of an educational technology program; Reading Research—an empirical reading research paper; Cognitive Studies of Educational Practice—an empirical study of cognition in a classroom setting; Creativity and Cognition—an essay or project related to creativity; eLearning in the Workplace -- creation and evaluation of an eLearning program

**Areas of focus:**

**Area of focus in Cognition and Learning:**

The “concentration,” or area of focus, in Cognition and Learning is designed for students interested in theories of human cognition and learning, and experimental approaches to learning, memory, language, reasoning, and problem solving. The culminating experience for master's students in this program is to conduct an empirical research study in the area of cognition or learning.

**Area of focus in Intelligent Technologies:**

The Intelligent Technologies “concentration,” or area of focus, offers a program of study for students whose interests include developing cognitive science-based theoretical frameworks for informing the design of educational technology, as well as for students wishing to create educational applications that serve as testbeds for such theoretical frameworks.

By offering this “concentration,” or area of focus, the Program in Cognitive Studies recognizes the importance of computational and allied technologies to both guide and be guided by cognitive research. Many of the courses in this “concentration,” or area of focus, are cross-listed with the Programs in Communication, Computing, and Instructional Technology (MSTU). As a culminating experience, master’s students in this “concentration,” or area of focus, create and evaluate an educational technology application.
Area of focus in Reading Research:

This “concentration,” or area of focus, prepares students to do basic research in reading, research and theory on all aspects of the psychology of reading (e.g. basic skills, comprehension and aesthetic response) in order to improve educational practice. Students address the connections between written and oral language, and between reading and writing skills. Individual differences are also addressed, especially with respect to students with learning disabilities, adult literacy, learning from text and educational policy issues. The culminating experience for master’s students is an empirical study in the area of reading.

Area of focus in Cognitive Studies of Educational Practice:

This “concentration,” or area of focus, is for students interested in understanding and facilitating the thinking and learning involved in educational activities. Students will learn about cognitive processes involved in both formal and informal education and how they are influenced by various factors, including classroom structure, teacher belief systems, student motivation, and educational policy. The program's focus on understanding cognitive processes and development is designed to help prospective and practicing teachers, and other educators, improve educational practice. The culminating experience for master’s students is an empirical study of cognition in a classroom setting.

Area of focus in Creativity and Cognition:

This “concentration,” or area of focus, is for students who are interested in current ideas about the roles of creativity in cognition and human development affect how we teach, run organizations, conduct research and live our personal lives. This “concentration,” or area of focus, is offered in collaboration with the Program in Developmental Psychology. The culminating experience for master’s students is an essay or project related to creativity.

Area of focus in Children’s Media: Analysis & Evaluation:

This area of focus is for students interested in applying cognitive and developmental psychology research and theories to the development/production of educational media for children. Educational media is examined as wide ranging: print, television, hand-held devices, and internet based applications. The culminating experience for masters students is preparing a proposal and psychological evaluation of a specific media artifact, website or technical application.

Area of focus in eLearning in the Workplace

This “concentration,” or area of focus, is for students interested in applying cognitive research and theories to the design of more effective eLearning programs in workplaces and other organizations. eLearning is online learning programs usually created on the World Wide Web for use by learners at any time and place. The culminating experience for masters students is creation and evaluation of an eLearning program.
Transfer Credit

At least 20 points must be earned in Teachers College courses. The remaining coursework, through Teachers College registration, may be completed in Teachers College or other graduate divisions of the University, but no more than 12 points of graduate credit from other faculties of the University will be credited toward the minimum point requirement. Graduate level courses in the University are numbered from 4000 and above.

For the MA degree, no transfer credit is granted for work completed at other universities.

Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Program faculty annually review each student’s progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required. If satisfactory progress is not maintained, a student may be dismissed from the program.